

8

Learning Activity Sheet for English

Quarter 4

Lesson

7

GOVERNMENT PROPERTY
NOT FOR SALE

Learning Activity Sheet for English Grade 8
Quarter 4: Lesson 1 (Week 1)
SY 2025-2026

This material is intended exclusively for the use of teachers participating in the pilot implementation of the MATATAG K to 10 Curriculum during the School Year 2025-2026. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

Borrowed content included in this material are owned by their respective copyright holders. Every effort has been made to locate and obtain permission to use these materials from their respective copyright owners. The publisher and development team do not represent nor claim ownership over them.

Development Team

Writer: Dr. Christiandon G. Aviado, LPT

Validator: Mahlen B. Antonio, LPT, Ph. D.

Management Team

Philippine Normal University
Research Institute for Teacher Quality
SiMERR National Research Centre

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at blr.od@deped.gov.ph.

LEARNING ACTIVITY SHEET

Learning Area:	English 8	Quarter:	4th
Lesson No.:	1 (of 2)	Date:	
Lesson Title/ Topic:	Making my own expository essay-letter		
Name:		Grade Section:	8a

I. Activity No.1: Recalling Concepts and Components (10-15 minutes)

II. Objective(s):

- A.** Recall components of a formal letter of inquiry and an essay with an expository (cause-and-effect) paragraph.

III. Materials Needed:

Pen/pencil and paper.

IV. Instructions:

A. Guess the Term

Identify the terms with the given meanings. Write the term referred to next to its corresponding meaning.

- It is a piece of writing centered on a topic that is discussed and developed by an author based on his/ her own ideas and understanding.

- It is a piece of writing exchanged between individuals who may either have personal or professional relations to talk about varying topics such as each other's situation or concerns.

B. Enumerate the Components

Based on the previous activity and what you could recall, enumerate the components of both terms or concepts. Use the details below as guides.

A. Essay

- 1.
- 2.
- 3.

B. Letter/ Correspondence

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

LEARNING ACTIVITY SHEET

Learning Area:	English 8	Quarter:	4th
Lesson No.:	1 (of 2)	Date:	
Lesson Title/Topic:	Making my own expository essay-letter		
Name:		Grade Section:	8

I. Activity No.2: Unlocking Content Vocabulary (5-10 minutes)

II. Objective(s):

A. Define key terms useful throughout the lesson

III. Materials Needed:

Pen/pencil and paper.

IV. Instructions:

Fill out the blanks based on the inputs provided by the teacher. The inputs may either be presented visually or orally.

A. Response—also known as a _____, it refers to _____ either in _____ or written form a _____ or query.

B. Components—the term is about the _____ parts or _____ of a _____ whole.

LEARNING ACTIVITY SHEET

Learning Area:	English 8	Quarter:	4th
Lesson No.:	1 (of 2)	Date:	
Lesson Title/ Topic:	Making my own expository essay-letter		
Name:		Grade Section:	8 &

I. Activity No.3: Explication and Worked Example 1 (25-30 minutes)

II. Objective(s):

A. Recall components of a formal letter of inquiry and an essay with an expository (cause-and-effect) paragraph.

III. Materials Needed:

Pen/pencil and paper.

IV. Instructions

A. Explication and Worked Example 1 (25-30 minutes)

Go through the following letter example with its components properly labelled and then take note of the details needed in each of the given components.

Also, pay close attention to the parts set in bold and underlined.

May 13, 2008

Heading

Mr. Charles Xavier
Principal, ABC School

Recipient's Address

Dear Mr. Principal:

Salutation

Peace and favor from God!

I, the undersigned, am a concerned parent who is writing to inquire about the efforts of your institution in addressing the increasing incidents of cyberbullying among its students.

May I know the ongoing initiatives, support services, and opportunities for community involvement in combating the said issue?

Any insights you **could** provide **would** be greatly appreciated.
Thank you for your attention to this matter.

Warm regards,

Closing

Mr. Juan Dela Cruz
Parent

Signature Line

Body

The detail/s to be included in a letter's heading is/ are:

The detail/s to be included in a letter's recipient's address is/ are:

The detail/s to be included in a letter's salutation is/ are:

The detail/s to be included in a letter's body is/ are:

The detail/s to be included in a letter's closing is/ are:

The detail/s to be included in a letter's signature line is/ are:

The parts set in bold are the following and they are called _____:

The underlined part is written below and it is called an _____ sentence:

LEARNING ACTIVITY SHEET

Learning Area:	English 8	Quarter:	4th
Lesson No.:	1 (of 2)	Date:	
Lesson Title/Topic:	Making my own essay-letter		
Name:		Grade Section:	8

I. Activity No.4: Lesson Activity 1 (15-20 minutes)

II. Objective(s):

- A. Recall components of a formal letter of inquiry and an essay with an expository (cause-and-effect) paragraph.

III. Materials Needed:

Pen/pencil and paper

IV. Instructions:

The teacher has several letters from those you wrote in Weeks 3 and 4 of the quarter. Draw one of these letters, which you will need to respond to in your letter-essay later. As you read the letter you pick, answer the following question to guide your understanding. Record your answers on a separate sheet of paper.

During Reading

- What details are found in its heading?
- Is there a recipient's address indicated? If none, read the entire letter then decide what job or role would be best to receive the letter if you were to decide so.
- What salutation is used?
- What details in the body are indicated such as the introduction and the question/s or social issue it wants to be tackled or solved?
- Who is the sender?

LEARNING ACTIVITY SHEET

Learning Area:	English 8	Quarter:	4th
Lesson No.:	1 (of 2)	Date:	
Lesson Title/ Topic:	Making my own expository essay-letter		
Name:		Grade & Section:	

I. Activity No.5: Explicitation and Worked Example 2 (25-30 minutes)

II. Objective(s):

- A. Recall components of a formal letter of inquiry and an essay with an expository (cause-and-effect) paragraph.

III. Materials Needed:

None

IV. Instructions

B. Explicitation and Worked Example 2 (25-30 minutes)

Take note of the details found in each of the given components and complete the statements that follow.

Girls' education: Key to eliminating discrimination

Adapted from the United Nations Human Rights Office of the High Commissioner

Introduction: It is known that educating girls **[topic]** brings benefits not just to the girls themselves, but to the communities they belong to **[stand/ importance]**, said UN High Commissioner for Human Rights, Zeid Ra'ad Al Hussein **[quotation]**.

Body: Information from the Statistics on Women study of 174 States, showed that the best predictor of a country's peacefulness was not its wealth, nor political structure nor its ethnic or religious make up. It was the well-being and education of women and girls that was the best indicator **[claim of fact]**.

Body: "In addition to academic achievements, education must equip students with the tools to critically analyze and challenge strict gender roles that limit choices and make women have lesser opportunities, **[claim of policy]**" he said **[quotation]**.

Body: One way governments can tangibly make sure that girls have access to education is by putting girl's voices and experiences in education programmes **[claim of policy]**, said Hannah Godefa, a 17-year-old UNICEF Goodwill Ambassador for Ethiopia **[quotation]**.

Body: "The goal should be for a wide variety of girls to be heard in the decision-making that will affect their everyday lives at every level, not simply be

integrated,” she said **[quotation]**. “The ideas must come from the youth and then be implemented at the national level **[claim of policy]**.”

Body: Adama Coulibaly, Regional Director for Plan International West Africa, related a personal story about how attitudes keep girls out of school. Coulibaly and his sister lived in Mali during the time of a great famine **[cause]**. Both were attending school. But when she was 10, his sister was taken out of school **[effect]**. Coulibaly later learned it was so that she could assist his mother in the house **[cause]**. He was allowed to remain in school. His sister was married at 16 **[cause]** and now lives in poverty in a remote village in Côte d’Ivoire **[effect]**. He now supports projects like the “Because I am a girl” campaign, which works to ensure girls are able to ensure their education, even in emergencies **[summary]**.

Body: “Emergencies disproportionately impact children, and have damaging side effects on their education,” he said **[quotation/ cause]**. “Some children never return to school, like my sister. But there are opportunities to rebuild more resilient communities and change norms and behaviors that block girls’ education **[quotation/effect]**.”

Body: For women and girls to truly experience rights through education, States need to guarantee their safety in schools, said Barbara Bailey, Vice-Chair of the Committee on the Elimination of Discrimination against Women **[quotation/ claim of policy]**. Early marriage and teenage pregnancies **[cause]** are also significant factors affecting girls’ dropout rates **[effect]**. She further highlighted the transformative potential of education to change ideas about gender roles, but posited that this potential is as of yet unrealized and that this is “not an easy process as assumed.”

Body: Zeid insisted on the elimination of discrimination in wider society, calling it unfair to young women and a waste of vital talents.

Conclusion: “In cultures that value obedience above all **[cause]**, women are usually required to be the most obedient of all **[effect]**. But human progress, innovation and development do not come from societies that impose being obedient. They spring from self-expression, free exchanges of ideas, the flash of criticism and the clang of argument. And in all those events, women must play a central role. No society can reach its potential for progress if it holds half its people back **[quotation]**.”

The detail/s to be included in the first part of an essay called _____ is/ are:

The detail/s to be included in the second and usually lengthy part of an essay is called _____ is/ are:

Causes in cause-and-effect essays or paragraphs show:

Effects in cause-and-effect essays or paragraphs show:

Quotations and summaries are flexible because they may be used in:

The use of quotations, summaries, and claims help in:

The third and last part of an essay is called _____. It is the same in meaning with the topic and stand but is more impactful because:

LEARNING ACTIVITY SHEET

Learning Area:	English 8	Quarter:	4th
Lesson No.:	1 (of 2)	Date:	
Lesson Title/Topic:	Making my own essay-letter		
Name:		Grade Section:	8a

I. Activity No.6: Lesson Activity 2 (15-20 minutes)

II. Objective(s):

- A.** Recall components of a formal letter of inquiry and an essay with an expository (cause-and-effect) paragraph.

III. Materials Needed:

Pen/pencil and paper

IV. Instructions:

Complete the statements below based on the discussion and recent activities.

The topic or social issue I am to tackle from the letter is:

My stand regarding the topic or social issue is:

I believe the topic or social issue is caused by:

I believe the topic or social issue may lead to or have the effect of:

The people or sources of information I may use to support my stand are:

LEARNING ACTIVITY SHEET

Learning Area:	English 8	Quarter:	4th
Lesson No.:	1 (of 2)	Date:	
Lesson Title/Topic:	Making my own essay-letter		
Name:		Grade Section:	8

I. Activity No.7: Exit Ticket (10-15 minutes)

II. Objective(s):

- A.** Recall components of a formal letter of inquiry and an essay with an expository (cause-and-effect) paragraph.

III. Materials Needed:

Pen/pencil and paper

IV. Instructions:

A. Exit Ticket (10-15 minutes)

Complete the following prompts so that the teacher may check if you are already fully prepared to exit this lesson:

1. In contrast to essays that only have _____ parts, letters have _____ parts.
2. However, essays and letters are the same in terms of their _____ being the most lengthy and in need of most details.
3. If for an essay, the introduction requires identifying the topic and the author's _____ about it, the first part of the body of a letter of inquiry needs the _____ to be introduced.
4. The succeeding or other parts of the body of a letter that appear after the first one need the _____ to be written, making interrogative sentences helpful.
5. Conversely, the succeeding or other parts of the body of an essay requires _____ instead of questions. These details should _____ the stand to prove its correctness.
6. Lastly, both require the use of _____ language especially if they deal with serious _____.